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ABSTRACT

While small rural colleges have much the same goals as larger institutions, they have fewer resources with which to work, and therefore their management problems are unique. In the areas of staffing, time management, staff development, and recruitment and promotion, the small college can increase management effectiveness. Despite increasing government regulation, and decreasing funds and qualified applicants, certain hiring problems can be met by: (1) requiring faculty to demonstrate dual competencies; (2) eliminating traditional administrative and instructional positions that can be replaced by paraprofessional positions; and (3) effectively using part-time faculty and graduate students. Effective time management can have a positive influence on daily, weekly, and annual planning, delegation of authority and best use of support staff, and time wasted or well-spent in meetings. In times of reduced resources, staff development seems to be the most feasible means of providing a needed skill in an organization. Doing so requires identification of specific needs, support by faculty and administration, and judicious use of techniques such as free consultants, in-house experts, and personnel exchange with other schools and industry. Finally, marketing can be most effective if it reflects environmental factors such as consumer freedom of choice, competition, efficiency, and social change. Appendices illustrate various strategies. (AYC)

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ORGANIZING AND MANAGING SMALL RURAL COLLEGES

"MORE BANG FOR THE BUCK"

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JC 790 206

Two papers presented at the first Conference on Small/Rural Colleges
Blacksburg, Virginia
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ORGANIZING AND MANAGING SMALL RURAL COLLEGES

"MORE BANG FOR THE BUCK"

If management is the process of obtaining organizational goals through the coordinated efforts of others, then obviously small rural colleges have a distinctive problem. The general goals of a small rural college are very similar to that of larger colleges, but there are decidedly fewer resources through which to work. True, there are fewer students, but the management needs are not reduced accordingly. There is a minimum level of planning, organizaing, staffing, communicating, promoting, budgeting, decision-making, delegating, evaluating, and problem-solving regardless of lower enrollment and resources levels. These management activities are being intensified by many external forces (veteran, financial aid, affirmative action, and other programs), all adding workload but little funds for overhead, and without regard to size; and the smaller college clearly has fewer personnel among which to divide these increasing responsibilities.

Organization ad management is far too broad to address comprehensively within an hour, so we are taking the leader's privilege to narrow the scope of this topic to bite-sized proportions, and hopefully give you something to chew on. We;re limiting the scope of this exploration to four basic sub-topics:

1. Staffing (Dr. McCarter)
2. Time Management (Dr. McCarter)
3. Staff Development (Dr. Barnes)
4. Promotion and Recruitment (Dr. Barnes)

Hopefully we can share some ideas with you, and you with us, that will show all of us how to get more "bang for the buck."

STAFFING

This management process has intensified and become much more complex in recent years. Reasons are in part The Civil Rights Act of 1964, The Age Discrimination Act of 1967, Title IV of the Educational Amendment Act of 1972, The Rehabilitation Act of 1973, The Equal Pay Act, Executive Order 11246; and dwindling resources and declining enrollments; also, community colleges face the paradox of hundreds of competing applicants for liberal arts positions, but barely any applicants for many technical positions. Though we're all happy to see any unilateral and arbitrary firing practices of the past fading away, we nevertheless may long for its simplicity and expeditiousness.

A model staffing process is provided for you (handout). It has been developed by synthesizing several other plans and shared with dozens of colleges, rural and urban. Attorneys and civil rights authorities have reviewed it. Small colleges may never have one personnel administrative specialist; so they must make various deans or directors into temporary specialists. A checklist made from such a process can assure that even the occasional supervisor of a staffing process will not overlook important or legal steps. (Highlights of the process are discussed - Attachment A).

Aside from the hiring function of staffing, there is obviously the organizational necessity in the small college that positions have considerable scope or responsibility and versatility. The more versatile the position and broader the scope - the louder the buck can bang! For example, positions can be advertised and filled with dual competencies as a requirement, such as: Math/Computer Science/Research; Natural Science/Physical Education; Nursing/ Emergency Medical Training/Health and PE/Anatomyand Physiology; Electricity/ Air Conditioning/Industrial Maintenance; Dean of Instruction/ Director LRC/ Director of Research; Legal Assistant/ Business Law/Safety/Personnel Administration/ Student Placement.

Traditional teaching and administrative positions may not be necessary in the small rural college. Instead of unquestioningly filling an instructor's position with an "instructor," consider an aide or assistant to relieve the professional of detail. Hire an administrative assistant or a first class secretary instead of another dean or divisional chairman. It may mean the present deans can begin functioning as managers and not as clerks.

Part-time instructional personnel are available in every community, regardless of rural status and at reasonable cost. They offer versatility, working world expertise, and add a response capability sometimes unavailable via the full-time staff.

Graduate schools show us how to utilize outstanding assistance from students at a reasonable cost. Let us not overlook that resource!

TIME MANAGEMENT

There is no greater problem to the effective manager than that of time management. Time is the manger's single-most valuable resource, and, happily the small rural college manager has exactly the same amount of that resource as his urban counterpart. Yet, this resource is also the most wasted resource while getting the most blame for the manager's imperfections! Many managers claim that once they have solved the challenge of managing time, then their other management problems quickly become "manageable." With other resources so limited to the small rural college, the maximization of the manager's time is not just a worthy goal; it is imperative that he fully utilize the only resource of which he has an equal share! And if he does so successfully, "he may find himself faced with insurmountable opportunities." (Pogo)

Let's examine several important management functions in terms of how time management can influence them.

Planning

Planning is the heart of management effectiveness and is a reflection of the manager's ability to do his job. "If you don't know where you are going, you will end up someplace else." Probably the greatest challenge of this group is not that of master planning or annual MBO planning, but rather how do we reduce the master planning and MBO planning to a daily or weekly plan? Without a daily or weekly plan, we cannot answer the eternal test question, "What's the best use of my time right now?" Failure to assertively answer this question is failure to plan.

Attachment B, "A Model for Daily Planning," shows items taken from the annual plan and applied to a daily calendar. The model plan shows how important it is to include emergent (unanticipated) planning into the schedule. But even a plan such as this when carefully laid will result in failure unless it is followed carefully, with the high priority items shown as "A's" posted on the calendar where they cannot escape the manager's attention. The plan will fail if the manager fails to paln for contingencies. Contingencies are reflected here as emergent needs; and as they arise, they are entered into the daily plan according to their priority. The plan will fail if it is not changed when necessary, due to the emergent needs, as the manager discretely allows these changes. Also, the plan sill fail if it is not changed when necessary, due to the emergent needs, as the manager discretely allows these changes. Also, the plan will fail if space is not allowed constantly between posted items so that time is available to return calls, have quick conterences with the secretary, review the mail, absorb meeting overlaps, and take time to refresh the soul and relieve the body!

Delegating

Time management is also an important consideration in delegating. To paraphrase Herbert Simon: The manager/executive is the innovator who delegates the routine. He spend significant time only on those decisions which are not programmed by previous decision making. In spite of this advice, delegation ranks high in management skills unused or misused to waste time.

There are many barriers to effective delegation. Some of the barriers on the part of the delegatee are lack of experience, lack of confidence, avoidance of responsibility, disorganization, and overload. Some of the barriers for the delegator are preference of operation, the fantasy that the delegator can do it better himself, the insecurity of delegating, the lack of organizational skill in establishing effective control and followup.

More often, the waste of time due to ineffective delegating is due to the lack of clarification of assignment, lack of clarification of authority, and failure to set deadlines and enforce them with follow-up techniques. Telephoning is an excellent example of the waste of time through the lack of delegating. No one expects the physician to answer the phone while he is examining the patient. We don't even expect our teachers to answer the phone while they are teaching a class; however, we find ourselves expected to answer the phone in spite of the fact that we are in the midst of an important conference. Others must be trained to effectively screen calls in order to put us in a position of managing our time.

The same holds true for the mail. A well-trained secretary can screen, sort and highlight your mail better than you can. Professional reading can also be handled well by subordinates who can be very effective in the "read and report" technique.

Employee resistance to delegation via procrastination can be reversed by applying Parkinson's Law in reverse. When important projects are delegated with deadlines, offer release time, trips, or other incentives for meeting early deadlines.

Meetings

Meetings are probably more guilty of robbing us of time management than any other management activity. Almost all of us have experienced the waste of time in meetings, and almost all of us have initiated a waste of time in meetings. It has been estimated that 80% of the time spent in meetings is completely wasted.

Solutions to better time management in these meetings include:

1. Having an agenda and sticking to it. Not allowing mental meandering or hidden agendas. Taking agendas in rank order, so that less important matters are left out if the agenda is not finished.
2. Recording all meeting minutes. Distributing copies of meeting minutes to both those in attendance and those who were not in attendance. These minutes should reflect responsibilities for action and follow up.
3. We should begin meetings on time. We should keep the meetings moving and end them on time. Otherwise, words will expand to fill the time available. We should discourage late-comers by starting on time; then, we let our committee members plan their day. Organizing and leading effective meetings frequently requires techniques to avoid, "shooting from the lip"--that is, poorly considered reactions which lead the group off the subject. A helpful technique is to require a minute of silence to consider each new question proposed to the committee before any response to problems are allowed. You should build and control the agenda in such a way to devote time and energy to agenda items in proportion to the relation of their importance. We frequently will spend more time discussing the color of the furniture for the student lounge than in devising procedures for EEOC compliance. If all else fails, it has been suggested that meetings be help to single topics and be conducted in a standup position! It has also been suggested that if attendees insist on sitting, then plan to cut two inches from the front legs of the chairs!

A quick consideration of the cost of meeting time will convince all managers of the necessity to make the most of time management during meetings. Based on two thousand working hours per year, an employee earning $25,000 is worth $12.50 per hour and 21¢ every minute. If that employee wastes one hour per day, he has cost the institution $3,125 per year!

As a manager, we must find ways to be time managers. The manager sets the pace for making things happen. We are a small or rural community college, understaffed and underfinanced; we can least afford to tolerate wasting our most valuable and available resource!

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ATTACHMENT A

PERSONNEL POLICIES
September 1977

Personnel Employment Procedures *(Excluding Clerical Personnel)

The quality of the educational services of Southeastern Community College depends primarily on the quality of the personnel. We must employ the best personnel possible if we are to do the demanding mission we have adopted. A procedure for the process of personnel selection is in effect at Southeastern Community College and is attached. The rationale for this process is:

(1) It is fair. Title VII of the Civil Rights Act of 1964, Executive Order 11246, Education Amendments of 1972, all require that employers of our size can show the use of fair procedures to effect equal employment opportunity.

(2) It is effective. This procedure encourages the receipt of top quality applications and discourages the hiring of poor quality applicants.

(3) It promotes internal morale. Involvement on the part of the faculty and staff reaffirms the value of their participation to the college and promotes better acceptance of the new employee.

(4) It is more objective, and less political. Though the subjective element is never completely absent, this procedure discourages hiring purely on friendships, "influential" recommendations, or the unilateral actions of one individual.

This procedure is used for regular faculty and administrative contracts. All the procedural steps may not be followed in the case of internal promotions; part-time or temporary personnel because of a tentative state of employment, expected frequent turnover, urgency of the position; or other circumstances at the discretion of the President.

Staffing Process

(1) Development of the Position Description and Advertisement.

Job Description (Processed through Administrative channels for approval by the President).

Area Description

*See page 64 for selecting clerical personnel

College Description

Minimum Job Qualifications

Salary Range

Anticipated Employment Date

Deadline for Receipt of Application

Instructions for applying including names, addresses, resumes, transcripts, etc.

"Equal Opportunity Employer" statement

Distribute widely, internally and externally. Include SCC Personnel by announcing position in the Ram-O-Gram and distributing the full-page announcement to all pertinent supervisory personnel including the President.

Use approved mailing list as a minimum external mailing list.

Use internal file of applications received over the past year. Send announcement and note date sent in their file

Acknowledge receipt of all applications and appreciation for same

Advise all applicants as to the date of the next anticipated correspondence and the status of the hiring procedure to date. Request completion of our standard application form.

Supervising personnel and the President should receive copies of all documentation in connection with the process including job descriptions as advertised, regular information regarding the status of the process, problems encountered by the committee, and of course, final recommendation.

A master file of all positions filled should be kept by the Supervising Dean/Director, except clerical positions filled after October 13, 1976. These will be filed in the Business Office. This file will document places the advertisement was sent, the meeting minutes and other related information.

All selection committees should be approved by supervisory personnel and ultimately by the President.

(2) Screening Committee

Appoint appropriate committee with balanced mambership according to personnel area served.

Charge the Committee in writing

Describe all expectations of their role and their authority
Give Time deadlines
Give number of final applicants expected for interviewing
Explain the qualifications sought which are most important
Have an understanding about administrative prerogative and screening committee prerogative
Turn all applicant folders over to the screening committee if they meet the minimum level qualifications (The supervisor is responsible for making the decision)
Appoint a chairman - The supervising dean or director should appoint or ask the committee to select a chairman. Send a copy of the written committee charge and the committee meeting minutes to all pertinent supervisory personnel including the President.

(3) Interviews

Review files for committee choices. Eliminate any "screened in" candidates totally unacceptable. Advise committee of reasons for elimination, giving them opportunity for expressing opinions.

Advise all applicants who have not been "Screened In" for interviewing.

Invite all applicants who have been "Screened In" to the campus for interviewing.

Arrange for the interview involving the Screening Committee.

Interview involving other appropriate groups affected by this position.

Use the appropriate interviewing form with appropriate adaptations according to the position.

Explain the status of his candidacy to the candidate.

Avoid over-reacting positively to the qualifications of any candidate, misleading him about his potential selection.

Avoid discriminating remarks.

(4) Receive recommendations from the Screening Committee after interviewing. All screening committees should document their meetings and should record these with minutes. The minutes should be shared with all members of the committee and with supervising personnel and by the President.

Ask that these recommendations come in the appropriate number described previously (can be a range).

Ask for appropriate justification from the recommendations from the screening committee.

Ask that the recommendations be rank ordered.

Receive recommendations from all other groups and committees.

Make decision regarding position within the scope of the administrative prerogative announced, considering all inputs. Make recommendation to next administrative level.

Check references carefully for the chosen candidate.

Advise chosen candidate and get oral commitment, subject to board approval.

(5) Announce the Decision

Send resume and letter of request to all board members for five days approval process (from President's office only).

Send letters to those who are chosen and those who were not chosen.

Announce decision to the faculty and staff.

(6) Follow-up

Correspond with the candidate to arrange for his arrival to the campus.

Place him on mailing list of appropriate memos, Ram-O-Gram and other communication such as committee minutes and staff minutes.

Assist in housing.

(7) Orientation

Introduction to all personnel.

Completion of all business office forms.

Review of pertinent files and procedures.

Review of policy and regulations.

Development of appropriate course plan and/or program plans.

PROCEDURES FOR SELECTING CLERICAL PERSONNEL

1. The Business Office shall be the coordinator of all activities concerning the employment of clerical personnel.

2. All applications for clerical and maintenance positions will be kept in the Cashier's Office.

3. As each application is received a letter acknowledging receipt of application will be sent to each applicant.

4. These applications will be filed as active (less than one year) or inactive (more than one year old).

5. The Business Manager must be notified by respective supervising dean when the process for selection of a secretary is to begin. A schedule of the Selection process that includes the advertising dates, beginning and ending dates for screening, the date employment begins and names of the members on the Search Committee. This willenable the Business Manager to schedule Search Committees if and when we have more than one selection process going on at one time. This schedule should not exceed three weeks for selecting a person.

6. The supervisor wants to search through the active application file that is kept in the Cashier's Office for prospective personnel, he may check this file out for two hours. Please do not remove an application from this file even though it may be the application of a good prospect. Write down the name, address, and telephone number of prospective applicants and the Business Office will contact them to see if they want their applications considered for the position or any other position that may be open. If they do not want their application considered, this will be so noted on their application and these applications will become inactive.

   If they want their applications considered, these applications will be logged out to the respective supervisor to be submitted to the Search Committee.

   The Business Office will be in a position to keep supervisors posted on on-going screening in case a supervisor wants to use the same Search Committee to fill another position.

7. All new applications from advertising must come directly to the Business Office. The receipt of the application will be acknowledged by a letter, and a copy of this letter will be attached to the application. A date for testing will be established, and these applications will be turned over to the respective supervisor for presentation to the Search Committee.

8. The Business Office will follow up with supervising dean to see if the Search Committee is meeting the dates as set forth in the schedule that was submitted.

9. Immediately after the Search Committee completes the screening process and a person is hired, the Business Office will notify all applicants for the position that the position was filled, and a copy of this letter will be attached to the application.

   The Search Committee must turn over all applications that were screened to the respective supervisor. In turn, the respective supervisor must submit all these applications to the Business Office except the application of the person hired. The supervisor would retain this application and notify the person of their selection for the job.

10. The Business Office will check the applications for proper attachements.

11. The Chairperson must submit the folder on the selection process to the respective supervisor. The supervisor will turn this folder over to the Business Office for filing.

This folder must contain the following:

a. Minutes of the meetings.
b. List of applicants.
c. Reason for selections made.
d. Reason for supervisor choosing applicant for the job.
e. Reference letters and telephone interviews.
f. Written replies that each applicant made the questions asked by the Search Committee.
g. The places where the advertisement was sent.
h. Written charge of supervisor to Search Committee.
i. Any other pertinent documentation concerning selection.

NOTE: If these procedures as outlined above do not cover all the selection process, the procedures on pages 62-65 will apply.

Staffing Process for Lateral Personnel Changes and Promotions

Rationale

The staffing process for lateral personnel changes and promotions is intended to provide fair consideration to all employees who may be interested in position changes. It also provides supervisory personnel with the authority and latitude to recommend the best qualified candidates available.

Lateral transfers occur when an SCC employee moves from one area of responsibility to another without a change in level of responsibility or salary as recommended by the supervisor(s).

Promotion occurs when an SCC employee moves form one level of responsibility to a greater level of responsibility as recommended by the supervisor(s). Promotions may or may not be accompanied by a pay increase.

Process

To consider a lateral transfer or promotion, the supervisor will use the following steps:

(1) Define in writing the position announcement and the minimal qualifications necessary to fill the job.

(2) Announce the position internally through the Ram-O-Gram inviting candidates to obtain a position announcement from the appropriate office. The announcement should include all information as normally contained in an external communication of a job opening.

(3) If more than one employee makes written application for the position, the supervisor should follow the staffing procedure of initial screening, committee action, and make final recommendations to the next level.

(4) If only one application is made and by a satisfactory candidate, the supervisor may make his recommendation to the next level without further action.

The supervisor may recommend whether to use the internal lateral/promotion process at the initiation of the staffing process. The supervisor may also recommend changing an internal process to an external process at any point during the staffing process. Either way, internal application for all positions should always be solicited and considered fairly.

Temporary personnel not hired under the full staffing process are not eligible to be considered for positions under the internal screening process. They are only eligible when the process is external.

Procedures for Personnel Leaving the Employment of the College

(1) Letter of resignation or departure acknowledged by appropriate supervisor (president, Dean, or Director).

(2) Letter of resignation or departure acknowledged in writing to departee and an information copy forwarded to Business Manager.

(3) Appropriate Supervisor with departee will establish a final departure date which will include all leave time and/or other considerations.

(4) Departure clearance form initiated and completed.

(5) All the items above must be complied with before final salary check is released by the appropriate dean.

(See SCC Clearance Form, Appendix A)

Instructors' Contracts

Within budgeting limits, all full-time instructors are to be offered annually:

(1) A nine-month contract covering the period from September 1 through May 31 (approximately) or

(2) A twelve month contract with a beginning date of July 1.

Within budgetary limits, instructors on nine-month contracts amy be offered supplementary contracts for summer employment as soon as instructor needs are known. Such contracts will be one and a half months employment (for either the first or second summer session). July 15 will be the usual dividing date between the two summer sessions. Every effort will be made to accomodate instructors who wish to teach one session and atten graduate school the other session. When such sessions overlap for a few days, temporary arrangements will be made for the classes involved. Notification of reappointment or non-reappointment for the next year will be given to individuals as soon as fiscal and evaluative data is available.

Guidelines Regarding Various Types of Professional Employment Contracts at Southeastern Community College

General duties and responsibilities for each position are described in the Personnel Handbook. Each employee is responsible for knowing and carrying out all duties and responsiblities relative to their position regardless of which type of contract they hole.

I. Regular Contracts

A regular contract is awarded on an annual (nine or twelve month) basis for full-time professional service. All fringe benefits offered by the College are available under this contract. The contract is subject to being awarded only after the full staff selection process ahs been conducted. Payment may be based on an hourly rate or a contractual total per contract. Contract renewal can be assumed subject to the availability of funds, satisfactory job performance, or other reasons as determined by the College to be fair, reasonable, or necessary.

CHECK LIST FOR MASTER FILE

_____ Set up master file

_____ 1. Development of Position Description and advertisement (approved by the President)

_____ 2. Advertisement contains: area description, college description, minimum job qualifications, stress priority afforded to persons with dual competencies, salary range, anticipated employment date, deadline for receipt of applications, instructions for applying including names, addresses, resumes, transcripts, and references. Include "equal opportunity employer" statement

_____ 4. Distribute widely, internally and externally

_____ 5. Use approved external mailing list

_____ 6. File of applications received over the past year screened

_____ 7. Announcement of vacancy sent to all eligible candidates

_____ 8. Candidates totally unacceptable eliminated by screening supervisor

_____ 9. Acknowledge receipt of all applications (including applications from internal screening) and appreciation of same

_____ 10. Advise all applicants as to date of the next anticipated correspondence and the hiring procedure to date

_____ 11. Completion of our standard application form requested by screening supervisor

_____ 12. a. Total number of applicants considered
b. How many eliminated at each stage
c. Number of minority considered at each stage - include reasons for elimination

_____ 13. Appointment of committee (approved by the President)

_____ 14. a. Charge the committee in writing (copy to the President)
b. Describe all expectations of their role and their authority
c. Establish expected time deadlines (total process to be completed 30 days after application closing date)
d. Give number of final applicants expected for interviewing
e. Explain the qualifications sought which are most important
f. Have an understanding about administrative prerogatives and screening committee prerogatives
g. Turn ALL qualified applicant folders over to the screening committee

_____ 15. Committee responsibilities
a. Elect a chairperson and recording secretary
b. Review files for committee choices
c. Complete a file review form (may use standard form or one devised by the committee)
d. Eliminate any "screened in" candidates totally unacceptable
e. Record reasons for elimination
f. Number of minority eliminated at this stage
g. Furnish a qualification grid and rating form for all applicants including names, academic training, experience, multiple competency qualifications, expertise in subject matter, teaching or administrative experience, interview rating, any other qualifications advertised and considered.
h. Send copy of all committee meeting minutes to all pertinent supervisory personnel, including the President

_____ 16. Notify all applicants who have not been "screened in" for interviewing

_____ 17. Invite all applicants who have been "screened in" to the campus for interviewing

_____ 18. Arrange for the interview with:
- a. Screening Committee
- b. Other appropriate groups
- c. Other administrators

_____ 19. Copy of appropriate interview forms (recommended form attached)

_____ 20. Recommendations from committee after interviewing to appropriate level supervisor

_____ 21. Copy of rank recommendations (must include appropriate justification)

_____ 22. Receive remarks from any other groups and committees

_____ 23. Copy of recommendation form supervisor to next administrative level (Program Dean or Director to appropriate Dean to the President)

_____ 24. Check references of all candidates being considered (recommended telephone form is attached - if mail is used, write for the same information)

_____ 25. Advise top candidate of decision in writing, subject to final approval

_____ 26. Get oral commitment subject to final approval

_____ 27. Prepare resume for notification of Board members. Allow five working days for approval (President's office only)

_____ 28. Send letters to final candidates who were not chosen

_____ 29. Announce decision to faculty and staff

_____ 30. Arrange with employee for arrival to the campus

_____ 31. Place employee on appropriate mailing lists

_____ 32. Orientation - plan for a complete orientation of new employee to community and college

ATTACHMENT B

OBJECTIVES FOR APRIL, 1977

Routine (from annual plan)

A. 1. Schedule Staff Evaluations

2. Schedule Admission Testing

B. Review SGA Budget

C. 1. Update Student Handbook

2. Develop College Calendar

D. Attend Deans' Conference

Emergent (as needs emerge)

A. 1. Conduct Grievance Hearing

2. Set up Luncheon for Applicant

B. Investigate Low Registration Data

C. Write Title IX Compliance Guide

D. Plan BEOG Session

ORGANIZING AND MANAGING SMALL RURAL COLLEGES

"MORE BANG FOR THE BUCK"

Staff Development

Dr. McCarter has mentioned that small rural colleges have decidedly fewer resources than larger colleges while attempting to achieve similar goals. Most often it is staff development funding that is among the first to be cut during budget reductions. This is unfortunate because there have been few times in our history when good staff development programs have been more important. In some occupational programs, technology is changing so rapidly that instructors must continually seek updating in their fields if classroom instruction is to have any degree of relevance. Declining faculty mobility has "locked in" those who are dissatisfied in their present positions or those who are ambitious and wish to advance to higher positions. In either case, faculty stagnation is inevitable without a reasonable staff development program. To worsen matters, we lose our best people to more attractive offers. It is rare when another institution recruits one of our more undesirable faculty members. To the contrary, these persons have a tendency to "hang on" for what seems to be an eternity. Termination or staff development appear to be the only alternatives for effectively dealing with this dilemma. In past days, generous budgets permitted us to add new and needed talent to our organizations by

simply adding a new person who possessed the desired talent. Those days are gone. Staff development now seems to be the most feasible method of providing a needed skill in the organization. Lastly, we think little of allocating substantial portions of budgets to the maintenance of facilities and equipment. Similar concerns for maintenance of people can contribute significantly to faculty morale and the quality of teaching.

If we can agree that staff development is an important concern of the small rural college, then it becomes our responsibility as managers to provide the leadership and resources to facilitate the process. The bigger question is how do we provide adequate staff development opportunities with limited resources. Several practical suggestions are offered based upon a brief review of the literature, personal observations and experience:

1. Every institution should have some method for identifying staff development needs at the individual, departmental and college levels. Identification of specific needs can do much to insure the effective and efficient allocation of resources.
2. Every institution should assign an individual or individuals the responsibility for staff development.
3. Administrative support for staff development through philosophical statements, policy, pay and promotion incentives, etc., is inexpensive and can set the institutional mood for staff development.

More specific possibilities for staff development at reasonable cost include:

1. Free consultants - Many large firms such as Sperry & Hutchinson (S & H) have public relations departments that will furnish speakers at little or no cost.
2. In-House experts - our people are often considered experts by others. Why not use them in our own institutions?
3. Use of resource people within a system or at nearby colleges. Exchange programs among institutions are possible and inexpensive. A regional resources list might be developed and distributed.
4. A conference telephone system with microphones and an amplifier system can bring consultants from anywhere in the world to your institution without the cost of travel. This is a much overlooked resource.
5. Small colleges can benefit substantially by providing release time to faculty for grant writing. A small investment can produce a large return, and the faculty member benefits professionally from the experience.
6. We might consider sending fewer people to the same professional conference. Additionally, we might require reports from those who attend which could be shared with other appropriate faculty and staff.

7. Industrial exchange programs cost little and can be of substantial benefit to some faculty particularly those in the occupational-technical areas. Summers are excellent for this type of activity.
8. Courses sponsored by our own institution should be good enough for our people if they are good enough for others, and they produce FTE.
9. College administration can provide support for staff development activities through college services, such as, secretarial, computer, etc.
10. On-campus consultants are usually less expensive than sending large numbers of people to workshops and institutes, off-campus.
11. Internal internships can be very useful for staff development purposes and can provide additional administrative assistance.
12. Faculty staff development committees can provide an invaluable service in helping to allocate limited funds.

Recruitment and Promotion

There are many reasons why the small rural college should promote its offerings and not all of them are economic. Rural areas rarely have the availability of media opportunities that larger urban areas have. There are people in our service regions who simply are not aware of our offerings no matter how frequently we promote them. As managers, we have a responsibility to inform people of college services and

let them make the choice as to whether or not they will enroll. Enrollment declines and reduced budgets can severely restrict the programs of small rural public institutions and can put the small private school out of business. Good promotion campaigns help to keep the public informed and may have a very positive effect on budgets.

The word marketing is frequently perceived as being unacceptable by the educational community when referring to recruitment and promotion in our colleges. Call it what we may but good marketing principles can be applied to education, and it is my opinion, that the smaller rural schools who are best at applying these principles will survive more comfortably in the future. David Schwartz (1977, p.25) has listed several environmental factors in his latest marketing text which seem to relate very closely to our own situation in education. Among these are:

1. consumer freedom of choice
2. widespread competition
3. efficiency - consciousness
4. technological and social change

I know of few small rural colleges who are not affected by one or more of these environmental factors.

Specifically, colleges need to be concerned with marketing terms of time, place and product utility. Appropriate classes must be offered at times and places where students can attend them. In rural areas, off-campus sites may enable some students to attend classes who might not be able

to attend otherwise. Times when students can attend classes in rural areas should always be considered in the scheduling process.

Market segmentation is another concept of getting relevant information to a specific public. The small rural school does not have the population base sufficient to insure that most courses will make. It, therefore, becomes important for the college to identify specific publics and to direct publicity to this group as well as to the mass public. Interestingly enough, the public can be segmented in an endless number of ways to include such publics as senior citizens, veterans, housewives, teenagers, blacks, farmers, etc. Depending upon the specific public involved, publicity dissemination will vary. The audio tapes which I will play demonstrate how publics can be segmented through radio (play tapes). Publicity distribution in rural areas can often be effective through such channels as churches, elementary schools, newspapers (especially weeklies) and radio.

An information dissemination plan can also be useful in keeping publicity before the public in a continuous and systematic manner. (Handout)

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